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ABSTRACT

This practicum aimed to improve the way staff communicated with young children through in-service training in a university early childhood laboratory school setting. Eight in-service training sessions, combined with discussion groups, classroom/recorded observations, and practical applications, were provided. The program focused on appropriate ways to communicate with young children. An observational checklist and a survey were used in pre/post training to document the problem and to evaluate changes after implementation of the training sessions. Criteria for success of the program were to increase knowledge of appropriate ways to communicate, provide staff the opportunity to practice appropriate communication interactions, and to conceptualize the technique, as measured by the use of the pre/post training instruments. Success was evident in an increased number of correct responses on the posttest survey instrument and observations of staff utilizing appropriate ways to communicate with young children. The conclusion of the training sessions produced higher ratings, which indicate that the in-service training successfully improved staff-child communication and their interactions. Ten appendices include the survey form, observation checklist, trainee manual, tips for working with children, and observation summary reports. Contains 33 references. (Author/AA)

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PRACTICUM REPORT

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NOVA UNIVERSITY

Improving the Way Staff Communicate with Young Children Through In-Service Training

by

Emmaline J. Brown

Cluster 35

Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1992

PRACTICUM APPROVAL SHEET

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Approved:

5-25-93
Date of Final Approval of Report

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ABSTRACT

IMPROVING THE WAY STAFF COMMUNICATE WITH YOUNG CHILDREN THROUGH IN-SERVICE TRAINING. Brown, Emmaline J. 1992: Practicum II report, Nova University, Ed.D. Program in Early and Middle Childhood.
Descriptors: Developmentally Appropriate Practices/ Early Childhood Education/ Educational Practices/ In-Service Training/ Child Communication/ Staff Development/ Job Training.

This practicum was implemented to improve the way staff communicated with young children through in-service training. The writer provided eight in-service training sessions combined with discussion groups, classroom/recorded observations and practical application. The program focused on appropriate ways to communicate with young children.

Two instruments were used in a pre/post training to document the problem and to evaluate changes after implementation of the training sessions. The instruments used were an observational checklist on developmentally appropriate ways to communicate with young children and a survey designed to glean information regarding experience and understanding of developmentally appropriate language in early childhood programs 3-8. Criteria for success of the program was to increase knowledge of appropriate ways to communicate, provide staff the opportunity to practice appropriate communication interactions and to conceptualize the technique, as measured by the use of the pre/post training instruments. Success was evident in an increased number of correct responses on the post survey instrument and observations of staff utilizing appropriate ways to communicate with young children. The conclusion of the training sessions produced higher ratings, which indicate that the in-service training successfully improved staff-child communication and their interactions.

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CHAPTER 1

INTRODUCTION

Description of Community

This practicum takes place in a rural community at the University Early Childhood Laboratory School. The community and the university are educationally oriented. The university is an 1890 land-grant college. The university has been designated as a special purpose university. The university is charged with the responsibility of providing both lower- division and upper-division undergraduate study in several fields leading to the bachelor's degree. A significant part of the university's thrust is to keep abreast of programs and community services utilizing human resources and new technologies emerging on the horizon. The Early Childhood Laboratory School is one part of this mission, designated to meet the needs and services of the university and its community.

Writer's Work Setting and Role

The work setting is a University Early Childhood Laboratory School, accredited through NAEYC. The setting consists of 20 children, a director, and two teachers. One teacher has a B.S. degree in Home Economics and is enrolled in a Master's degree program in Early Childhood Education. The other teacher has a lifetime teaching certificate in Elementary Education from the state of Texas. She is currently enrolled at the university in a master's degree

program in Elementary Education. There are four work study students employed at the lab school each semester. There are two practicum students each semester.

The practicum students involved in the program are early childhood majors. The work study students may or may not be early childhood majors. However, they must have some previous experience working with children.

The director's role is to administer and maintain a developmentally appropriate laboratory program and to teach early childhood classes at the university. The director/writer is in charge of staff development.

The writer's qualifications include a B.S. degree in Home Economics with an emphasis in Child Development, a master's degree in Guidance and Counseling, post graduate work in Adult and Community Education and post graduate work in Early and Middle Childhood. The director has current teaching certificates in Early Childhood and Secondary Home Economics/Business Education.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem was staff were not using appropriate communication strategies. Staff and students who come into a NAEYC accredited program without knowledge and/or training in developmentally appropriate practices reduce the quality of the environment.

In developmentally appropriate programs, children should never be humiliated, insulted or belittled. Teachers use more open-ended questions to stimulate children's thinking skills. Children are not forced to perform verbally, creatively, or in any other way. The need to communicate is provided by the teacher. The teacher is the role model and communicates verbally whenever possible. The adult promotes language by having mixed-age children together and by being available for children and creating opportunities for conversation.

The situation that needed improvement was the staff's ability to use communication skills that enhance language development in young children. In developmentally appropriate programs, adults actively communicate with the children. The adult is available to listen and talk with children. In a developmentally appropriate program, the adult helps the child use language to communicate his feelings. The adults are participants in children's play;

they act as role models; they ask polite questions; they utilize open-ended questioning, and they ask thinking questions of the children. The adults in a developmentally appropriate program have an understanding of the child as a whole. The adults follow the rules established for the children. They provide opportunities for children to participate in talking, and the adult converses informally with the children at play or mealtime. Other characteristics of a developmentally appropriate program include correcting children's language in a supportive way by expanding on their utterances and answering their questions, speaking to children in a normal tone of voice so others can easily hear, speaking clearly to children, encouraging additional responses from children, helping children use language as a means of communicating their thoughts and feelings, and providing communication through songs and finger plays.

The following were inappropriate ways observed of staff working with the children: The adults spent more time working on lesson plans, talking with other adults, and limiting the accessible time available to listen and talk with children. The adults used too many closed-ended questions which specified alternatives or required yes or no response. Some staff did not model what they expected from the children; they talked and laughed in loud voices and called to children across the room. Some staff did not

assist children in communicating their feelings. The staff did not ask the children questions requiring them to think; they asked questions that required a yes or no response. The staff did not involve the children in enough activities for children to participate in talking. The adults were not tactful in correcting children's language, by not responding to children until they used the correct response. Some times the staff were not clear in their directions to children. The staff required children to respond to a directive that would require the child to perform more than one activity to obtain the goal. Some disputes were handled by making children apologize or by sending a child to time-out, instead of encouraging children to talk about what they were thinking and feeling. Some adults stood during mealtime or playtime, rather than sitting and talking with children. The adults did not take advantage of the transition times to sing, do finger plays or converse with children daily. The adults accepted yes and no responses instead of encouraging additional responses from the child.

The staff had a tendency to be parental in nature, using directive and nonverbal instruction with children. As cited by Rogoff, Ellis, and Gardner (1984) in order for a child to be an effective problem-solver, the adult must plan, carry out and monitor the strategies to the goal. It is important that attention is placed on the interactional nature of instruction and learning. In this study, older

preschoolers received more open-ended verbal instruction in the school, which was significant with the age of the child as compared with parents utilizing the directives and non-verbal instruction with younger children in the home.

In the writer's environment, voice-tone was a problem with staff. Staff tended to call across the room and use the child's name to indicate no. Honig (1984b) suggested that language be made special by using a voice that sounds loving and special. She views language as a key to scholastic success later in the child's life. She further suggests ways of developing a love for language through creative of songs, poetry chants, reading books and talking to children in a different tone of voice.

An observation checklist was used with staff to determine their level of communication with young children. Some new staff entering the program needed training or had little observable evidence of communicating with children in a developmentally appropriate way.

Problem Documentation

Evidence that the problem existed was documented through (a) an NAEYC accreditation visit and (b) the Director's observation.

During the initial accreditation visit, the NAEYC Academy stated that under the area of Interaction among Staff and Children, some difficulty was observed in the

preschool room. The majority of the interaction consisted of closed questioning. The children answered yes and no to most of the questions. Otherwise the children were given specific choices. The staff often assisted children with tasks that the children had skills to accomplish.

The Academy Report indicated the general nature of interaction among staff and children were sound, but a training program to focus on early childhood development should be implemented. Another Academy suggestion was to assist staff in understanding the importance of and the positive methods of encouraging independence in children as they are ready.

The director made observations of the staff, and found the staff needed more information in questioning children and in appropriate ways of speaking to children. In the following observation summary, students and staff are identified alphabetically from A through H. A and B are the teachers employed by the university. C and D are the practicum students working twenty hours a week as part of their degree program. E through H are work study students. The director noted the following strengths and weaknesses of the eight staff members, utilizing the observation checklist (see appendix D).

The strength of teacher A is her knowledge in the field of child development. She actively communicates with the children. She greets each child as he or she comes in, and

inquires about each child's morning. On the playground, she participates in jumping rope and taking turns jumping and throwing the rope. When working with the children during an activity or at lunch, she sits in the child size chairs and talks with them as they are working or eating. She assists children in labeling their feelings when they are hurt or injured. She follows the rules posted for the children. Some areas of weakness of teacher A are voice and tone violations; for example, calling to a child at the other end of the room. She uses songs and finger play only during group time.

The strengths of teacher B are being accessible for children; she walks around from center to center. She models appropriate behavior for the children, following rules posted. She has a degree in Elementary Education which limits, to some degree, her understanding of early development in children. She uses corrective sentences to correct children's language. She uses normal voice tone; she speaks clearly to the children; she spends some time in informal conversation with children on the playground and at mealtime. She encourages children to be independent. The weaknesses of teacher B are limited use of open-ended questions, encouraging children to ask questions, in phrasing thinking questions to children, in using songs and finger plays during group and transition time and in encouraging additional responses from children.

Participation with the children during their play is limited. She allowed little opportunity for the children to participate and discuss during group activities. She would comfort sad or injured children but did not take the time to discuss or share their feelings.

The two practicum students, C and D, have taken courses in early childhood and spend twenty hours a week working in the lab school. These hours are scheduled around their class time. The strengths of C and D are being accessible to listen and to talk with children. They have a good understanding of child development and of the child as a whole. They follow rules posted for the children; they speak in normal voice tones so others can hear and they talk informally with the children during play and mealtime. Student D creates opportunities for children to participate in talking. Students C and D perform adequately in actively communicating with children, in assisting children to communicate their feelings, in providing an adequate role model, in correcting children's language, in facilitating children in communicating their thoughts and feelings, and in encouraging children's independence. Students C and D are weak in asking thinking questions, in encouraging children to give additional responses and in asking open-ended questions.

Students E through H are college work study students. Work study students may or may not have any experience

working with children. However, the Director selects from the pool of students those who are interested in children and enjoy being around them. Students are selected if they have a young child. This group of students report that they like children and have younger siblings at home or have a young child.

The strengths of E through H are communicating with children in an adequate manner, performing as role models following posted rules of the program and speaking in normal voice tones so others can easily hear. Students F through H performed well in asking polite questions and speaking clearly to children. Student E performed adequately in understanding the child as a whole, and in setting up opportunities for children to participate in talking and in helping children use language as a means of communicating their thoughts and feelings.

Students E through H showed the following weaknesses. Student E showed no evidence of helping children communicate their feelings, of asking thinking questions of the children and of encouraging additional responses from children. Student E was also weak in asking open-ended questions, in encouraging children to ask questions, in asking thinking questions of the children, in formulating statements to correct children's language and in using songs and finger plays during the daily activities.

Student F was weak in her knowledge of child development, in setting up opportunities for children to participate, and in talking and helping children use language as a means of communicating their thoughts and feelings. Student F showed no evidence of assisting children in using language to communicate their feelings, in asking open-ended questions, in encouraging children to ask questions, in asking thinking questions of the children, in formulating statements to correct children's language and in using songs and finger plays during daily activities.

The strengths of students G and H are the ability to be punctual and dependable. They interact well with the children. The weaknesses of G and H that require training are actively communicating with children, understanding the child as a whole, setting up opportunities for children to participate in talking, correcting children's language effectively and encouraging children to be independent in performing their acquired skills. Students G and H showed no evidence of using or possessing the following skills, asking open-ended questions, encouraging children to ask questions, asking thinking questions of the children, helping children communicate their thoughts and feelings, using songs and finger plays with the children and encouraging additional response from children.

These findings indicated most of the staff were not communicating appropriately with the children. Staff

unfamiliar with the importance of communicating with children showed the greatest number of communication violations with children.

Causative Analysis

The causes of the problem were the lack of or inadequate training and knowledge in ways to communicate with young children. Many students in their educational training have not been introduced to the concept of developmentally appropriate ways to communicate with young children. So, students enter the work place with a degree even in Early Childhood without having been exposed to the concept of developmentally appropriate practices. Many people employed in child care have no formal training in Early Childhood Development. People working in child care are often limited to people who just care and enjoy working with children. The pay for child care workers is low regardless of training or education. Low pay is another reason for frequent turnover, which will keep a constant flow of untrained and uninformed workers.

The literature revealed some causes of the problem. There are a limited number of developmentally appropriate program models for teachers in early childhood. The sites for practical experience and student teaching with the philosophy of developmentally appropriate practices are limited to university lab schools and a few thousand programs approved by NAEYC accreditation process. Early

childhood majors without support of the developmentally appropriate concept tend to develop the traditional or acceptable method of working with children in their work places. The low pay status of child care workers contribute to the high turnover in staff.

The constant flow or turnover of inadequately trained staff accounts for the lack of human relation skills with young children. The importance of working with children and respecting them is a learned experience. The longer people are involved and trained in developmentally appropriate practices, the more likely they are to perform in appropriate ways.

Relationship of the Problem to the Literature

The ways adults communicate with children affect the child's language development. Positive interactions between adults and children strengthens the children's self-concept and social skills. In the writer's work setting, staff were limited in their verbal interaction with children. Lawton (1987) indicates that language is one important feature that might influence a child's learning. The amount and quality of the verbal interaction will have an effect on the child's performance.

In child and adult communication, it is important for the adult to be the active communicator. The adult must be an accessible person the child is willing to approach. The

adult needs to be near the children's activity area to create opportunities for conversation. It is important that the adult makes a special effort to communicate with quiet and inarticulate children. This requires that the adult use a special effort with children instead of pressure (Beaty, 1988).

To be actively involve children in conversation with adults, the conversation must be of interest to the child. Children enjoy talking about themselves, their families, and things they like to do. Therefore, it is important that adults never talk down to children.

To obtain the child's respect, one must first give respect to the child. Children do not learn from or respond well to verbal abuse such as yelling, nagging and being talked down to. Children respond positively to being able to accomplish tasks they can do. Children also resent following rules that teachers break (Feeney, Christensen, Moravcik 1987).

The adults can best assist children in their language by providing a stress-free environment, where children are encouraged to use language but are not forced. Another way to encourage conversation is to provide the need to communicate; this can occur with a structured environment.

Evidence from studies conducted by Wood and Wood (1983) indicates:

> The way in which a teacher talks to young children helps to determine how active, forthcoming and competent they appear. Whether the children involved are preschoolers or older pupils, deaf, hearing or perhaps coming to English as a second language, the basic 'rules' of conversation hold. If a teacher seeks to get children talking and thinking through question after question, then she is unlikely to hear children spontaneously elaborate on the theme of conversation or go beyond her questions to add more information. (p. 157).

It is important that the environment is planned and teachers are aware of their role and the role of the children. However, adults need to be aware of the importance of their teaching style and the effect it can have on the child's ability to use language. To foster communicative competence in young children, the teacher must make available opportunities for children to participate in mixed-age and mixed-competence groups. The teacher must reflect on children's feelings and model language (Katz, 1984a).

In a paper fostering communicative competence in young children, Katz (1984a) highlighted four principles. In one of the principles discussed, Katz indicated the need to be stimulated to examine what kinds of communication

interactions might be most facilitating and what type might be inhibiting to young children. Another principle encourages the examination of communication interaction in early childhood educational settings. Also discussed is developing the interpersonal as well as communicative skills such as turn-taking. In this paper, Katz refers to such things as "reflection of feelings" and "reflection of thinking" as methods by which the teacher can become more informed about the learner and able to make good decisions about the plans for the child. Katz also discussed practices that stimulate and strengthen communicative competence by providing children with the phrases and modeling the tone and verbal behavior to address problems at hand. Ways in which practices of the teacher could be changed was discussed. Some practices may be changed. Katz suggests there should be

> "extensive exposure to ideas and examples of relevant practices, utilizing resource personnel to help through the processes of insight sharing. The assistance of a co-observer who can alert the learner to what to observe and related behaviors are needed for insight to occur." (Katz, 1984a).

Honig (1984a) states it is important for professionals to learn to maximize the positive effects of interacting with children. Honig (1984a) discusses such positive techniques as ego boosting, teaching, and questioning to

elicit child compliance. These techniques can occur when the teacher communicates with finger plays, songs, stories and other creative and motor activities. Also indicated are moments when the teacher can use language to label what the child is doing and encouragement of body awareness. Mealtimes, free play in the classroom and on the playground are important times for teachers to initiate communication.

The writer was concerned with creating a positive environment for children. New staff, not familiar with appropriate communication, tended to use words that hurt. As cited by Kostelnik, Stein and Whiren (1988) there are ten negative characteristics of the verbal environment. A negative environment is one that makes children feel unworthy, incompetent, unlovable or insignificant. It is important what adults say or don't say to children. Screaming at children, making fun of them, using profane language and ethnic slurs are obvious characteristics of negative behaviors. The authors listed ten subtle negative characteristics:

1. Adults show little or no interest in children's activities because they are in a hurry, busy, engrossed in their own thoughts and endeavors or tired.
2. Teachers pay superficial attention to what children have to say.
3. Adults speak discourteously to children.

4. Teachers use judgmental vocabulary in describing children to themselves and others.
5. Staff members actively discourage children from calling to them.
6. Grownups rely on giving orders and making demands as their number one means of relating to children.
7. Adults ask questions for which no real answer is expected or desired.
8. Care givers use children's names as synonyms for the words "no", "stop", or "don't".
9. Teachers use baby talk in giving information or directions.
10. Adults dominate the verbal exchange that takes place each day. (Kostelnik et al pp. 29-30)

Kostelnik and others (1988) view these ten negative characteristics of adults as ways of showing disrespect and insensitivity to the child. This adult behavior causes children to respond in anger and confusion. If the environment is negative, the children's self-esteem will diminish. Some reasons adults react this way is their lack of knowledge of the impact of words and the impact of the limited time spent in positive interaction.

Adults using open-ended questions with children encourage the child to think and to make choices. Open-ended questions require the child to converse rather than respond yes or no (Kostelnik and Others 1988). Segal and

Saunders (1979) stated that open-ended questions provided the young child with intellectual advantages that enable the child to explore other ideas. This explanation increases the child's language use. It also supports the idea of the importance of staff in utilizing open-ended questions.

In the writer's work setting, staff rushed children in responding or provided the answer. Hendrick (1988) indicated waiting for an answer is the important aspect of asking questions. Adults should avoid asking questions that have yes or no responses. Adults can foster creativity in children's thoughts by allowing them to come up with more than one answer to a question. If adults respond positively to children's ideas, they can increase the number of ideas. Because of the importance of language, it should not be used in the place of participation with real things. Children should be encouraged to use language when they are using equipment and creating imaginative stories.

In a descriptive study comparing language used by teachers and children, Lawton (1987) noted that children have a different response to questions if they are open or closed. However, the child is required to make a choice of how much he will say with either, but the open-ended question allows the child to choose from several choices.

Practicum students are training to become teachers. Their focus must be on the whole child and the appropriate ways of communicating with children. As cited by Short and

Burke (1989), there are new potentials for teacher education. The holistic perspective about language and learning is just beginning to influence how the content is taught and learned. A student's performance in the classroom as a teacher is a reflection of what they learned. This is a case for theory application. It is important that early childhood teachers have the opportunity to apply the theory and to develop techniques for asking open-ended questions and appropriate ways of interacting with young children.

The writer's literature search included such topical areas as: communication, methodology, education, psychology and sociology.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the practicum was to improve teachers' abilities to communicate effectively with young children. The staff were expected to demonstrate knowledge of developmentally appropriate ways to communicate with young children. The staff would use open-ended questions when talking to the children and listen to what they had to say. The staff would routinely focus on helping children identify their feelings by assisting them in expressing how they feel. The staff would use the children's play as an opportunity to ask them thinking and polite questions. The staff would use play or mealtime for informal conversation with the children. The staff's lesson plans would include numerous opportunities throughout the day for the children to talk informally and be actively involved in conversation with the staff.

Behavioral Objectives

The following behavioral objectives were identified:

1. Staff will exhibit knowledge of developmentally appropriate ways to communicate with young children, and apply this knowledge daily in interaction with the children.

2. Staff will demonstrate appropriate practices for communicating with young children by planning and scheduling on the lesson plans opportunities for active involvement in informal conversations throughout the day.
3. Staff will exhibit appropriate ways to interact and communicate with young children by scheduling activities to allow children the opportunity to describe and explain their experiences.

Measurement of Objectives

The objectives were measured by use of pre- and post-surveys (Appendix C) and pre- and post- observational reports (Appendix D). Observations were evaluated by the Director, using tape recorded activities and video recorded activities for two occurrences. Tape recordings and videotaping were used as a diagnostic tool.

1. Developmentally appropriate knowledge was measured by administering the "Survey" after the training sessions. Success was demonstrated by an overall 20% increase of correct answers.
2. Appropriate communication practices were measured by lesson plan schedules and classroom observations using "Developmentally Appropriate Ways to Communicate with Young Children Observation Rating Scale" (adapted NAEYC, 1987).

Success was demonstrated by an increase of at least one full point on the rating scale.

3. Appropriate scheduling and interaction were measured on the "Developmentally Appropriate Ways to Communicate with Young Children Observation Rating Scale" (adapted NAEYC, 1987). Success was demonstrated by an increase of at least one full point on the rating scale" (adapted from NAEYC Practices, 1987) focusing on Items 2, 8, 12, 16, and 19.

The director collected the data using pre-test surveys, and observations. The director was responsible for observation of student activities, taping and video recording activities.

The following outcomes were projected for the practicum: Staff will communicate and interact with children in appropriate ways. Children will have an opportunity to converse through planned sharing time, scheduled each day by the staff. Children will have opportunities to describe and explain their experiences. Through scheduling, the children will have an opportunity to discuss the activities of the day. The training package developed was evaluated for effectiveness in training staff in appropriate ways to communicate with children by comparing pre- and post- survey instruments and observation checklist.

The data from the practicum were collected and recorded weekly. An additional outcome is a training guide/manual which will be made available to other child care programs.

Mechanism for Recording Unexpected Events

The data were collected weekly and recorded. The writer maintained a log of activities, noting unexpected events, and what happened before and after their occurrence.

CHAPTER IV
SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem was that staff were not communicating with children in developmentally appropriate ways. Staff were spending more time in adult to adult communication and working on lesson plans which restrict their accessibility to the children. They utilized too many closed-ended questions with yes or no responses or alternatives. The staff were not actively communicating or being involved in play with the children. The children tended to be physical because they were not practicing how to communicate their feelings and thoughts. Little time was spent in songs and finger plays.

The possible solution to this problem was to train staff in appropriate ways to communicate with the children. Staff needed to be informed about the importance of communicating with young children. Children needed to be able to make sense of their experiences. Staff learned that the daily routine offers opportunities to develop the children's language. Staff needed to be aware of the importance of providing time and creating an environment for children and adults to converse.

In review of the literature it was found that quality training of staff involved three avenues, lecturing, role modeling and practical experiences (Katz 1984a and Brown

1984). The solution strategy chosen for implementation was a training program designed to utilize all three avenues. A series of eight training sessions were designed and presented by the writer. During each session, materials were presented that described an action step for the staff. The in-service was designed to change inappropriate behaviors to more appropriate ways of communicating with children. The methods used in solving the problem included lecture/discussion, role playing, and application of skills with children. The literature documents the importance of in-servicing staff to improve the quality of teacher-child interaction. Katz (1984a) and Brown (1984) discussed the importance of staff qualification and training with regard to high quality child care.

NAEYC takes the position that consistent high quality child care is the result of adults equipped with the knowledge and skills to help children grow (Brown 1984). NAEYC (1984), documented the need for high quality staff selection:

1. Primary desire of parents with children in group care is that the care givers be reliable.
2. Working mothers prefer trained staff in day care centers.
3. Quality day care benefits children, families, communities in a variety of ways.

4. Staff knowledge and experience in child development/early childhood education are essential to provide quality child care. (p. 26)

The National Association for the Education of Young Children acknowledges the importance of selecting qualified adults to serve groups of young children. The in-service was designed to solve this problem by:

1. Observing the communication skills of the staff to determine the specific limitations based on appropriate ways to communicate with children.

2. Assessing level of knowledge of developmentally appropriate and inappropriate practices.

3. Developing a trainee manual as a guide to the communication skills needed.

4. Providing resource materials on communicating with children and developmentally appropriate ways to communicate with children.

5. Providing in-service training in communicating with children in appropriate ways.

A variety of methods will be used to inform staff how to communicate in developmentally appropriate ways.

Description and Justification for Solutions Selected

The solution selected was to provide in-service training for staff in appropriate ways to communicate with children. Given the available options from which to select: providing information through lecture/discussion, role modeling appropriate behavior and practical experience, the writer chose to in-service staff utilizing these three avenues. The in-service would provide the information, the exposure to appropriate behavior and the opportunity to practice and evaluate the behaviors in a single activity. The training consisted of lectures, role plays and evaluations of observations and recordings of activities.

The training of the staff was to ensure that a high quality accreditation standard of NAEYC was maintained. The training of student staff and employees will increase the knowledge and skills of those working with children in a developmentally appropriate program. This in-service training will assure parents of the quality of the program even with staff changes. The in-service training was designed to provide the trainee with the knowledge of developmentally appropriate practices and the opportunity to utilize skills by working with the children.

This in-service training package was designed for use in child care programs to inexpensively enhance communication and to reinforce developmentally appropriate practices. The training package was designed for training

entry-level staff. The training package will be beneficial in contributing to the limited amount of materials available in this area. In-service training is designed to enhance the existing program.

Staff training is important in maintaining quality in early childhood programs. High turnover rates of staff in early childhood programs affect the quality of the program. Staff quality determines the quality of an early childhood program (Perreault, 1991). Programs coping with high turnover may be forced to rely on unqualified staff.

The writer's work setting is an enriched environment with developmentally appropriate materials and equipment; however, the limited interaction between the staff and children tend to diminish the effectiveness of the environment. Tennant, McNaughton, and Glenn (1988) found that enriched environments were not enough. They found it vital to train care givers in language and personal interaction skills, to improve quality and quantity of the teacher child interaction.

As cited by Davis (1989) teachers should be prepared to work in developmentally appropriate classrooms starting with the first level of their career which is the pre-service phase. Although teachers in early childhood may receive developmentally appropriate theory and ideology, without appropriate places to practice, these skills may be lost in state mandated requirements. Due to the limited number of

available models, Early Childhood majors may have difficulty developing good teaching methods that are consistent with developmentally appropriate practices.

It is important for a teacher to understand the relationship between the activities planned for the children and the learning that will take place later. The teacher's knowledge of developmentally appropriate practices will provide the confidence needed to convince others of the importance of developmentally appropriate practices.

Based upon the literature, the writer was convinced that in-service training will bridge the gap, by providing the staff with the necessary information to improve their performance. In-service is designed to improve the service program. This requires the knowledge and practice or method of delivering the services. However, there must be a balance between the program needs and the individual needs for knowledge and satisfaction (Fenichel, 1990).

In order for staff to use appropriate skills with the children, the skills must be developed and they must have an appropriate environment in which to practice. All teachers have the skills to teach. The goal was to direct those skills into appropriate ways of interacting with the children. As cited in Gliesmann (1984), teaching skills are in the repertoires of most people, regardless of whether or not they are trained. The in-service training should be

designed to take the teaching skills already available and develop them into developmentally appropriate skills.

It is important to consider the level of knowledge of the staff in setting realistic goals for training programs. Training belongs high on the agenda for Early Childhood programs. Fenichel and Eggbeer (1990) state training must include more than the narrow perspective of theory and research but should include practical training experience. This training experience will allow students the opportunity to observe over a period of time and allow the student to understand the quality of the child's experience.

The idea is to provide the students with ways of effectively incorporating the knowledge they have obtained into practical experience. Providing adequate opportunities to practice the skills will allow the student to conceptualize the knowledge. Blaisdell (1983) acknowledges the diversity in knowledge and skills of teachers require that in-service provide choices in meeting the needs of the trainee. Education programs must build teachers' knowledge, needs and time. Sufficient time must be allotted for the processing of the information and the experiences associated with the change. It is imperative that the trainer take note of the learning styles and level of the trainees for the in-service to have adequate impact.

The attitude of staff is important in how they respond to the children. With adequate training, attitudes can be

changed. Delano (1974) indicates that since growth occurs within oneself, training should take place with the individual teacher in improving attitudes and skills. It is important that the teacher be able to identify the problems. However, the trainer should provide a supportive environment to help the teacher recognize how new ideas are transformed into practice.

The writer believes that providing information to individual staff about performance would create anxiety and reduce the positive interaction between the staff and children. Francis (1988) indicates that in-service programs were usually effective in providing knowledge, reducing anxiety and developing positive attitudes toward children. Francis' work was targeted toward the exceptional child. However, improving teachers' attitudes toward all children is imperative. Attitude change can be brought about through information and experience. As stated by Francis (1988) in-service is the option used most often for delivering information to teachers. In-service is an appropriate way to positively change the attitude of the staff. The staff has an opportunity to practice and develop ownership of the new behavior.

Studies by Larrivees (1981) indicated that intensive training with student contact, knowledge and skills attainment and supportive assistance showed significant positive change in teachers' attitudes. Where teacher

attitudes were not changed with exceptional children, they utilized the information in their regular classrooms. Some staff members were not familiar with the early childhood philosophy. The in-service was an opportunity to develop professionalism and to inform them of the importance of confidentiality in working with children and their families.

For these principles to be employed, staff needed to be focused and sensitized to their needs and their role in the early childhood setting. Training helps staff become more competent in working with young children.

Katz (1984b) acknowledged that training determines the way a teacher responds to a situation. Based upon the views of Katz, it was imperative that staff be trained in a professional manner. This professionalism would not develop if the individual did not know appropriate practices. Training was the key to enlightening individuals about the philosophy of caring and meeting the needs of young children. As cited in a study by Howes (1987) if the care givers are trained, the program is improved through family support and development of the children. In-service is the time to make teachers aware of their legal vulnerability (Scott, 1984).

Supervision played an important part in the in-servicing of students. Supervision was used to identify the degrees of comfort and interaction with the children and the ability of the student to incorporate the goals and

philosophy of the concept of developmentally appropriateness into practice. As stated by Fenichel (1990), supervision must go beyond monitoring; it must be an ongoing relationship with the individual. The individual must have a trusting relationship with the supervisor to feel secure with the scrutiny of the individual's work and feelings. If the learning is to be meaningful, the supervisor will need to take responsibility for being consistent and assure the learner of the importance of training.

The alternatives to in-service are justified in the literature. The important aspect is the lives of children will improve with the improved quality of staff communication and interaction. At the end of the training session staff were better informed and skilled in communication techniques to improve the language of young children, through role playing and interaction with children.

Plan of Action Taken

The implementation of the proposal began upon approval of the proposal. A weekly log was kept to monitor progress and note problems of unexpected events. The following schedule outline was utilized in designing and implementing the in-service training workshops, lectures/discussions, observations and evaluation of this practicum.

1. Preplanning -- first month
   a. Notified staff of the in-service training sessions schedule.
   b. Previewed manuals and resource materials for training sessions.
   c. The following items were developed prior to implementation:
      - Survey instrument for pre & post surveys
      - Terms to be used during in-service
      - Tips for working with children
      - Observation Checklist
   d. Copies of the instruments were made available for each staff. Each student had a folder with the required information and forms to be used during the in-service.
   e. The director checked out the audio equipment from the Curriculum Library. This equipment was checked out for a two semester (8 month) period to ensure its availability during the in-service.

2. Training sessions and observations -- first through the eighth month

   a. Training Session I was conducted during week four.
      - The pre-survey was administered. Child development terms, appropriate and inappropriate practices for children 3-5 and tips on communicating with children were discussed.
      The director evaluated and recorded survey responses.
      The director observed students, recorded students' performance using the video recorder or tape recorder and evaluated observations.

   b. Training Session II. Lectured/discussed ways of incorporating more communication activities into the schedule. The Director selected activities to assist the staff in active communication. Role playing was used to involve staff in interactive communication.
      - The director observed students, recorded performance and evaluated observations.
      - The director evaluated staff lesson plans for open-ended questions.

   c. Training Session III - The director discussed appropriate types of questions to ask children. The staff developed a list of games, songs, or

finger plays in which they participated. Activity 1 was evaluated.

- The director observed students, recorded performance and evaluated observations.
- The director evaluated staff lesson plans for increased communication activities.

d. Training Session IV - The director discussed how to phrase questions to encourage children to think. The staff developed a list of open-ended questions. - The staff role played phrasing questions during the session.
- The director evaluated the training session and prepared a mid-point progress report.
- The director observed students, recorded performance and evaluated observations.
- The director met with staff in individual conferences to encourage appropriate performance and to provide techniques to eliminate inappropriate performance.

e. - Training Session V - The director discussed appropriate ways to help children communicate their thoughts and feelings. Staff worked on techniques for speaking clearly and on voice tones. The staff evaluated the recorded activity (3) using open-ended questions. Staff role played labeling feelings.

- The director observed students, recorded performances and evaluated observations.

f. Training session VI - The director discussed the value of talking with children in normal voice tones and speaking clearly. Activity 4 was evaluated on labeling and helping children communicate their thoughts and feelings. The students role played appropriate ways to correct children's language.

- The director observed students, recorded performance and evaluated observations.

g. Training Session VII - The director discussed the importance of providing opportunities for children to communicate during mealtime and play time. The students discussed scheduling opportunities to encourage children to participate in conversation. The class evaluated recorded Activity 5 on correcting a child's language.

- The director evaluated lesson plans for students' progress in writing open-ended questions into the lesson plan and their ability to provided time for conversation in the schedule.

- The director observed students, recorded performance and evaluated observations.

h. Training Session VIII - the class evaluated the recorded activity 6, Adults conversing with

children at mealtime. The Director gave an overview of the training sessions. The staff reviewed terms, Tips for Communicating with Children, and appropriate and inappropriate communication responses for children 3-5.

3. Evaluation of in-service training program -- ninth month
   a. The staff was administered the post survey session test and discussed the changes that occurred.
   b. The Director conducted a post-checklist observation. The director compared Pre- and Post-Survey Instruments and the Pre- and Post-Checklist observation to determine the effectiveness of the training sessions.
4. Practicum report written -- tenth month
5. Final report -- eleventh month

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Brief Summary of the Problem

The problem was that staff were not communicating with children in developmentally appropriate ways. Staff were spending more time in adult to adult communication and working on lesson plans which reduced their accessibility to the children. They asked too many closed-ended questions with yes or no responses or alternatives. The staff were not actively communicating or being involved in play with the children. The children tended to be physical because they were not practicing how to communicate their feelings and thoughts. Little time was spent in songs and finger plays.

Solution Strategy

The training sessions were designed to increase staff's knowledge of appropriate ways to communicate with children. The staff were informed about the importance of communicating with the children. The staff were given the opportunity to help children make sense of their experiences through the use of open-ended questions. The staff learned to incorporate opportunities to develop children's language into the daily routine. The staff developed an awareness of the importance of providing time and creating an environment

for children and adults to converse. The method chosen for implementation was in the form of eight in-service training sessions, lectures/discussions, role modeling and practical experience.

The problem of the lack of knowledge of developmentally appropriate ways to communicate with young children was measured with a survey designed to glean information regarding experience and understanding of developmentally appropriate language in early childhood programs 3-8 (Appendix C) in a pre-training assessment. This survey was administered again after the in-service as a post-training evaluation. The Developmentally Appropriate Ways to Communicate with Young Children Observation Rating Scale (DACORS) (adapted NAEYC, 1987) was used to evaluate the staff interaction before and after this in-service program. DACORS also was used to highlight specific items indicative of scheduling and interaction addressed in pre- and post-training observations.

The following results were obtained by comparing post-training scores with pre-training scores:

1. Survey

Statistics for pre-training was based on 8 staff. However, due to turnovers and semester change, one employed staff resigned and two work study students left the program. They were replaced with an employed staff, a practicum student and another work study student.

The training program proved to be effective (Table 1). According to criteria (p. 14), success for the program was demonstrated on the survey by a 20% increase in correct answers. This was accomplished by a 28.32% increase in correct answers.

2. Developmentally Appropriate Ways to Communicate with Young Children Observation Rating Scale (DACORS)

DACORS was used as an evaluation of appropriate caregiving practices in a pre- and post-training assessment. The writer observed in both instances using video and tape recorded activities. The scores were compared and averaged to obtain a single rating. The criteria for success in scheduling and practices according to DACORS was demonstrated by a full point on the scale in each category (Table 2).

Table I

Results of Survey

Question	Pre-test	Post-test	Gains/Loss
1	4	6	+2
2	2	7	+5
3	6	8	+2
4	2	6	+4
5	3	6	+3
6	3	8	+5
7	5	6	+1
8	5	7	+2
9	4	7	+3
10	2	5	+3
11	5	6	+1
12	5	6	+1
13	5	7	+2
14	8	8	0
15	8	8	0
16	7	8	+1
17	8	8	0
18	7	8	+1
19	7	8	+1
20	8	8	0
21	6	8	+2
22	8	8	0
23	6	8	+2
24	4	8	+4
25	5	6	+1
26	6	8	+2
27	7	8	+1
28	5	6	+1
29	5	6	+1
30	7	8	+1
31	5	6	+1
32	7	8	+1
33	6	7	+1
34	7	8	+1
35	6	8	+2
36	7	8	+1
37	7	8	+1
38	4	6	+2
39	7	8	+1
40	7	8	+1
Total Scores	226	290	+64

Table II

Average Results of Developmentally Appropriate
Ways to Communicate with Children
Obwervational Rating Scale

Question	Perfect Score	Pre-training Score	Post-training Score	Difference
1	48	26	39	+13
2	48	30	42	+12
3	48	20	35	+15
4	48	33	38	+5
5	48	26	34	+8
6	48	32	41	+9
7	48	25	33	+8
8	48	17	34	+17
9	48	29	40	+11
10	48	16	34	+18
11	48	20	32	+12
12	48	25	34	+9
13	48	23	31	+8
14	48	27	35	+8
15	48	30	38	+8
16	48	32	40	+8
17	48	31	40	+9
18	48	24	32	+8
19	48	17	37	+20
20	48	22	32	+10
Total Scores	960	505	721	+216

The pre/post results of the DACORS observations show an increase in scheduling and practices. In all categories there was a substantial increase. However, eight of the 20 areas showed a dramatic increase, this can be attributed to practical experience.

3. Selected Interactional Items of Developmentally Appropriate Ways to Communicate with Young Children Observation Rating Scale (DACORS)

The DACORS was used evaluate appropriate scheduling and interaction, focusing on specific items. The pre/post test results of the observation utilizing the DACORS with specific items shows a dramatic improvement in scheduling and interaction (Table 3). In two of the categories, 8 and 19, a substantial increase is noted. This increase is the result of scheduling of activities.

The preceding data leads to the conclusion that this in-service training was a success. After in-service training, survey scores increased by 28.35%. This illustrates that the staff increased their knowledge about developmentally appropriate ways to communicate with young children 3-8. The DACORS indicated that the in-service program provided by this practicum was successful in facilitating the staff in providing a more appropriate communication environment. The selected items from DACORS that focused on interaction with children increased. The

Table III

Comparison of Pre/Post Training Scores on Selected Interaction Items.

Item		Perfect Score	Pre-training Score	Post-training Score	Difference
2	Adult is accessible to listen and talk with children	48	26	39	+13
8	Children are encouraged to ask questions	48	17	34	+17
12	The adult set up opportunities for children to participate in talking	48	25	34	+9
16	Adult converses informally at play or mealtime	48	32	40	+8
19	The adult provides songs and finger plays daily	48	17	37	+20
	Total Scores	240	117	184	67

training program proved to be effective in the following ways:

The staff were informed of appropriate and inappropriate ways of communicating with children. During each session, the staff were permitted to discuss what they were doing and to evaluate the appropriate ways to communicate. The staff were instructed to write open-ended questions on their lesson plan. This technique provided security to the staff not comfortable with the use of open-ended questions. The idea of incorporating open-ended questions into the lesson plan provided the staff with lead questions for each center of activity. It was noted in the observation of the staff that more open-ended questions were used after the staff included the open-ended questions in their lesson plan. The list of questions on the lesson plan provided the staff an opportunity to spend more time interacting with the children.

Staff began routinely focusing on time to converse with children. They planned opportunities to sit with children during mealtime, at least five times during the week, for informal conversation with children about the child's interests. The staff's consistency in conversing with the children was observed. It was evident during the observations that staff were not consistent in conversing with the children. Some staff would converse one day but not the next day. Also, some would converse only during

certain activities. It was also noted that staff talked more with verbal children, whom initiated and directed the conversation. By scheduling the staff to sit with children during mealtime for the express purpose of conversing with children, the staff was stimulated to learn the children's interests for the day. Some children had a variety of interests and some were more important on certain days and at certain times of the day. Initially the staff became more involved with the children in an effort to find appropriate information to discuss with the children. The staff planned numerous opportunities throughout the day for the children to talk informally and be actively involved in conversation. The staff scheduled group time and individual activities on the lesson plan which involved them in the child's play. The staff provided more finger play activities, dramatic plays and drama activities during story time. The children were given an opportunity to share one idea of interest or excitement to them during group time and/or during individual activity time. The children were excited about having an opportunity to share information.

The staff scheduled activities to allow children the opportunity to describe their experiences. The staff scheduled a closing activity prior to lunch and prior to the end of the day. These group times were used for the children to talk about the daily activities. Children leaving early in the afternoon were given the opportunity to

discuss their experiences during the morning group time. All children had the opportunity to describe their experiences. This scheduled format allows the staff opportunities to use open-ended questions to get the children to think about the activities covered and to explore other ideas they might investigate. This communication opportunity gave the staff information for providing and extending challenging activities of interest to the child.

The staff's level of awareness was assessed through a pre-test. The test items were selected from "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" (Bredekamp, 1987). At the start of the training, the staff were required to be prepared in case they were observed or recorded during an activity. After about four months into the training, the staff had compiled a list of the children's interests. They began to relax and ask open-ended questions without the aid of their lesson plan. The mealtime and playtime conversations became more relaxed and informal about the sixth month of the training.

New practicum students entered the in-service training about the sixth month of the training session. The Director established an alternative training schedule for the new staff. The new staff would receive lectures and discussions twice a week. The new staff were paired with the current

staff for mentoring. By pairing the staff, the new staff were able to learn techniques through role modeling and by evaluating appropriate and inappropriate techniques recorded for evaluation.

Although the new staff were six sessions behind in training, the mentoring and role modeling provided them the necessary tools to practice appropriate ways to communicate with children immediately. The results of the post-test revealed that the staff's knowledge of developmentally appropriate practice improved.

According to information presented by Brown (1984) on staff qualification, the National Association for the Education of Young Children takes the position that consistent high quality child care is the result of adults equipped with the knowledge and skills to help children grow. This is evident in the writer's work setting. The more information the staff received regarding appropriate practices for communicating with young children, the better the interaction was between staff and children.

There were three (3) staff who took the pre-test but did not take the post-test; eight (8) staff took the pre-test and post-test. One of the eight (8) staff scored forty (40) on the post-test; two (2) staff scored thirty-nine (39); one (1) staff scored thirty-seven (37) two (2) staff scored thirty-five (35) and one (1) staff scored thirty-three (33). Two of the lower scores were received by staff

in the training for less than three months. The writer believed the scores indicated an increase in knowledge and understanding of developmentally appropriate practices.

The observational checklist revealed improved performance of the staff. The summary of the observational checklist included changes in staff identification. A and I are the teachers employed by the University. C D and J are practicum students. E F and K are work study students. The director noted the strengths and weaknesses of the eight staff members in the post observation checklist (see Appendix J).

The strength of teacher A improved overall with the training. Teacher A is actively involved with communication throughout the day with the children. She makes herself available to listen attentively while the children are talking. She improved in helping children to use language to communicate their feelings. She improved in her ability to role model the appropriate behavior, making it easy for the new students to observe the appropriate practices. She utilized more finger plays and transition activities with children. She increased the number of open-ended questions used with children. She increased the amount of polite questions used with the children, which was instrumental in helping the new staff develop polite questions. Teacher A had two weaknesses during the pre observation; however, during the post observation, those weaknesses were not

noted. Teacher A was actively involved with the children, providing songs and finger plays spontaneously. Her voice tone was normal, and when she needed a child's attention from a distance, she moved toward the child. The greatest improvement with this training was the accomplishments of Teacher A. She is now a role model to reinforce the training on appropriate practices.

Teacher I replaced teacher B who took a job teaching fourth graders in the public school. Teacher I was a recent graduate in Early Childhood Education. When teacher I entered the program her strengths and her weaknesses were comparable to teacher A's. Teacher I was very active during the training; she wanted to be accurate in performance. Conceptualization of the developmentally appropriate practice format proved to be easy for her. She observed and reviewed the recordings and began immediately changing her behavior. She created and used songs and finger plays frequently. She improved on her interaction with the children and adapted to encouraging their independence. Teacher I improved in encouraging additional responses, speaking clearly, and using a normal tone of voice, asking polite questions and open-ended questions. Teacher I quickly assimilated the developmentally appropriate practices.

The practicum students increased from two students in the spring to three students in the fall. The practicum

students C and D improved in all areas of performance. Practicum student J entered with similar strengths as C and D. She entered with adequate performance in setting up opportunities for children to participate in talking. Also she had the ability to correct children's language, voice tone, speaking clearly, communicating actively with children, helping children communicate their feelings, and using open-ended questions. However, student J needed further training in encouraging children to ask questions, asking thinking questions of children, following the rules, encouraging children's independence and in providing songs and finger plays.

Student J showed the most growth in helping children use language to communicate their feelings, encouraging children to ask questions, asking them thinking questions, following rules, and providing songs and finger plays daily. Student C improved most in active communication with children, helping children use language to communicate their feelings, encouraging children to ask questions, asking thinking questions and providing songs and finger plays daily. Student D had the most improvement in actively communicating with children, encouraging children to ask questions, asking thinking questions of children, and providing songs and finger plays. Students C, D and J all improved in each area. Student J showed the most growth in

the shortest period of time because of the availability of staff who could role model appropriate practices.

One work study student was replaced with student J, a practicum student. Another work study student left and was replaced with student K. Students E and F had the most growth in actively communicating with children, being accessible to listen and talk with children, helping children use language to communicate their thoughts and feelings, encouraging children to ask questions and providing songs and finger plays daily. Student E also improved most in the areas of understanding the child as a whole, following rules and encouraging additional responses from the child. Student F also improved most in the areas of asking thinking questions and setting up opportunities for children to participate in talking. Student K is a work study student who entered the program in the fall. Student K had adequate skills in being accessible to listen and talk with children, in participating in play with children, in acting as a role model, in speaking clearly to children and in informal conversations at play or mealtime. Student K's performance in all other areas indicated a need for further training or there was no observable evidence of the behavior. Student K had observable improvements within ten weeks of the training. Students K improved adequately in the areas of being accessible to listen and talk with children, in helping children communicate their feelings, in

asking polite questions, in encouraging children to ask questions, in helping children to use language as a means of communicating their thoughts and feelings, in providing songs and finger plays daily and in encouraging additional responses from the child.

The in-service training was effective in providing knowledge, reducing anxiety and developing positive attitudes towards children (Frances 1988). This in-service proved to be an appropriate way to positively change the attitude of the staff. The staff were informed of appropriate ways to communicate and interact with children and were given the opportunity to practice and conceptualize the behavior.

The staff participating in the training were administered the pre-survey during their first training session. Sessions were held approximately every four weeks. Between sessions students were involved in assignments that allowed them to be actively involved with the children in conversation and play. During the first week of training, the director administered the observational checklist on each staff. The staff's performance was videotaped or recorded. The recordings were used for diagnostic evaluation.

The taping of the sessions was an instrumental diagnostic tool. However, the videotaping required a great amount of time. A number of opportunities to record

excellent interactions were not taped because the video battery needed to be charged and the video was not conveniently located at all times. Some opportunities were missed because the battery was not charged to provide flexibility in movement while recording. Other opportunities were missed because the Director was the only person videotaping. The videotaping was an excellent idea, but would require more than one person taping and maintaining the equipment. The videotaping was very useful when the new staff entered the programs. Sessions were taped and could be viewed by the new staff at different times. The tape recorded observations were effective. Tape recorded activities did not require as much time from the Director. Because there were three tape recorders, it was easy to have them located in the various areas of activity with a cassette ready for use most of the time. Staff could record their own activities. The tape recorder played an active role in the evaluation of interactive conversation with the children. However, the visual observations provided by the video allowed staff to evaluate non-verbal ways of communicating with children.

By training Session Eight, the entire staff had participated in the other seven training sessions. The post-survey was administered to all staff during Session Eight. The new staff were involved in the program for less than three months and demonstrated increased knowledge and

performance in appropriate ways to communicate with children. The post-observational checklist was administered after training Session Eight.

Discussion

The practicum goals did increase the knowledge and performance of appropriate ways to communicate with young children. The objectives were met. Staff were able to communicate with children in more appropriate ways. Staff began interacting with children during play and mealtime. Staff became actively involved in conversation with children, discussing things of interest to the child and expanding on the child's experiences. Staff began using normal voice tones, open-ended questions to extend conversation, asking thinking questions of the children, reflecting the child's feelings and helping children use language as a means of communicating their feelings. The post-survey test showed an increase in the number of developmentally appropriate practices response. There were no undecided responses on the post-survey. The change in the number of undecided was an indication that staff were willing to commit to a response.

The pre-test/post-test tabulation indicates there is an increase in the number of appropriate responses. The pre observation checklist/ post observation checklist revealed

that all staff improved in appropriate ways of communicating and interacting with the children (See Appendix J).

Recommendations

The writer recommends the use of in-service training to inform staff of appropriate ways to communicate with young children. Training increases the knowledge and interaction of staff and children. It is important that adults actively and respectfully communicate with children. This technique must be developed and conceptualized by the adult. Training staff is the way to provide information and produce the skills to learn appropriate concepts.

It is important to maximize the positive effects of interacting with children (Honig, 1984a). Training in appropriate practices can elicit positive techniques from the staff in their ability to communicate with young children. Training staff in appropriate ways to communicate creates a positive environment for children. It is important what adults say or don't say to children (Kostelnik, Stein and Whiren, 1988). Increased knowledge of the impact of words and positive interaction will reduce the negative behavior used by staff. Training in appropriate ways to communicate with children will change inappropriate behaviors to more appropriate ways of communicating with children.

The purpose of in-service training is to improve the quality of teacher-child interaction. High quality child care is attributed to staff qualification and training (Katz, 1984a) and (Brown, 1984). In order to improve quality and quantity of the teacher-child interaction, it is vital to train care givers in language and personal interaction skills (Tennant, McNaughton, and Glenn, 1988). In-service is an appropriate way to positively change the attitude of the staff (Francis 1988).

The writer plans to continue in-servicing staff to ensure quality is maintained in the environment. With the turnover in staff, it is important to maintain appropriate ways to communicate with young children. The writer plans to further refine the videotaping of the training sessions, with examples of appropriate and inappropriate ways to communicate and to develop a standard training tape. This training tape may also be used in pre-service for practicum students.

Dissemination

The in-service training results can be disseminated to programs caring for children. Through the use of the training guide/manual, directors can develop their own in-service programs. This is an inexpensive method of training staff. The videotaping is another method of dissemination. However, quality video programming is a must. Dissemination may also take place through local, state and national conferences.

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APPENDICES

APPENDIX A

NATIONAL ACADEMY DECISION REPORT

National Academy of Early Childhood Programs
Commission Decision Report

Program Code #	Commission Code
	AP-5/90

For each component, decide whether the program's level of compliance with the criteria is acceptable or not acceptable. Make comments about strengths and weaknesses.

Component	Comments
A. Interactions among Staff and Children (Program Description, pp. 14–18)	ACCEPTABLE
B. Curriculum (pp. 19–28; 41–43)	ACCEPTABLE
C. Staff-Parent Interaction (pp. 44–48)	ACCEPTABLE
D. Staff Qualifications and Development (pp. 10–12; 49–53)	ACCEPTABLE
E. Administration (pp. 53–59)	ACCEPTABLE
F. Staffing (pp. 7–9; 60–62)	ACCEPTABLE
G. Physical Environment (pp. 29–32; 63)	ACCEPTABLE
H. Health and Safety (pp. 33–38; 63–72)	ACCEPTABLE
I. Nutrition and Food Service (pp. 39; 73–74)	ACCEPTABLE
J. Evaluation (pp. 75–77)	ACCEPTABLE

Decision

ACCREDIT

Recommendations for further improvement on the back.

The Commission commends the program for achieving consistently high ratings in all components. To bring a program with many strong points to a higher standard of excellence, we suggest the following improvements:

A. Interactions among Staff and Children

A-5,pg.16

Assist staff in understanding the importance of, and positive methods for, encouraging independence in children as they are ready. (See criterion examples and refer to rationale on page 9 of Accreditation Criteria and Procedures.)

G. Physical Environment

G-9a,pg.32

Ensure that a variety of activities can go on outdoors throughout the year. See criterion examples.

I. Nutrition and Food Service

I-3, pg.39

Mealtime should be a pleasant social and learning experience. Arrange for at least one adult to sit with children during meals to model appropriate behavior and encourage conversation. (See criterion examples.)

SAVE THIS DOCUMENT an report program improvements and/or changes in the enclosed Annual Report. Submit Annual Report to the Academy by the first anniversary of accreditation.

To ensure continuity of quality, it is Academy policy to condact a validation visit when a program changes location or ownership following accreditation. An additional fee for the visit is required.

APPENDIX B

NAEYC PERMISSION LETTER

National Academy of Early Childhood Programs

A Division of the National Association for the Education of Young Children
1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 202-232-8777 800-424-2460
FAX 202-328-1846

October 24, 1991

Emmaline Brown
Director, Early Childhood Lab School
Langston University
Room 308 - Jones Hall
Langston, OK 73050

Dear Ms. Brown,

Permission is granted to Emmaline Brown to use statements from Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. It is understood that these statements are to be used in pre and post session survey instruments as a part of a practicum design which will inform staff about developmentally appropriate practices through inservice trainings.

Sincerely,

Sue Bredekamp

Sue Bredekamp
Director of Professional Development

APPENDIX C

SURVEY

SURVEY

This survey is designed to glean information from you regarding your experience and understanding of developmentally appropriate language in Early Childhood Programs 3-8. For the purpose of this survey, developmentally appropriate will be defined in two dimensions: age appropriateness and individual appropriateness. Age appropriate programs and practices are based on knowlege of normal development within a given age span. Individual appropriate programs and practices are based on respect for the individual child, the individual rate of growth, and the unique learning style.

Directions: Please indicate whether you have been asked to complete this survey as a teacher, new employee (less than six months), practicum student, or workstudy student by checking the appropriate space.
Teacher___ New Employee___ Practicum Student___ Workstudy Student___
Read each statement. Indicate your degree of agreement or disagreement by circling the appropriate number.

5 = strongly agree
4 = agree
3 = undecided
2 = disagree
1 = strongly disagree

1.	Teachers use highly structured teacher-directed lessons almost exclusively.	5	4	3	2	1
2.	Teachers are not sensitive to signs of overstimulation in children and treat such demonstrations as misbehavior that must be punished or teachers escalate the situation by encouraging children to release pent-up energy in uncontrolled activity.	5	4	3	2	1
3.	Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children and materials	5	4	3	2	1
4.	The teacher directs all activities deciding what children will do when.	5	4	3	2	1
5.	Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.	5	4	3	2	1
6.	Teachers spend a great deal of time enforcing rules punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or referencing disagreement.	5	4	3	2	1

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7.	Teachers communicate with parents only about problems or conflicts.	5	4	3	2	1
8.	Curriculum and instruction are designed to develop childrens's self-esteem, sense of competence, and positive feelings toward learning.	5	4	3	2	1
9.	The curriculum is intergrated so that children's learning in all traditional subject areas occurs primarily through projects and learning centers that teachers plan and that reflect children's interests and suggestions.	5	4	3	2	1
10.	Elementary or secondary teachers with no specialized training or field experience working with 5 through 8 year olds are considered qualified because they are state certified regardless of grade level for which their coursework prepared them.	5	4	3	2	1
11.	A child's day is fragmented among many different groups and programs with little attempt by adults to communicate or coordinate successful transitions.	5	4	3	2	1
12.	Teachers view parents as partners in the educational process.	5	4	3	2	1
13.	Staff interact nonverbally by smiling, touching and holding.	5	4	3	2	1
14.	Staff talk with individual children during routines (arriving/departing, eating) and activities.	5	4	3	2	1
15.	Staff is responsive by reassuring crying toddlers.	5	4	3	2	1
16.	Staff listen to children with attention and respect.	5	4	3	2	1
17.	Staff responds to children's questions and request.	5	4	3	2	1
18.	Staff speak with individual children often.	5	4	3	2	1
19.	Staff speak with children at their eye level.	5	4	3	2	1
20.	Staff call children by name.	5	4	3	2	1
21.	Staff ask preschoolers open-ended questions.	5	4	3	2	1
22.	School-agers are provided opportunities to talk about their day.	5	4	3	2	1
23.	Adults model the desired behaviors.	5	4	3	2	1

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24.	Adults praise prosocial behavior.	5	4	3	2	1
25.	Adults supply appropriate words to help children of all ages learn to get along in a group.	5	4	3	2	1
26.	Adults discuss alternative solutions with children two years and older.	5	4	3	2	1
27.	Staff help children deal with anger, sadness and frustration.	5	4	3	2	1
28.	Adult voices do not dominate.	5	4	3	2	1
29.	Methods of discipline do not hurt, frighten or humiliate children.	5	4	3	2	1
30.	Adults use redirection to help children behave constructively.	5	4	3	2	1
31.	Adults plan ahead to prevent problems.	5	4	3	2	1
32.	Adults use positive reinforcement and encouragement.	5	4	3	2	1
33.	Adults treat children of all races, religions and cultures equally with respect and consideration.	5	4	3	2	1
34.	Adults are consistent and explain rules to children.	5	4	3	2	1
35.	Adults talk with children about real things they are experiencing.	5	4	3	2	1
36.	Adults utilize a variety of ways to express ideas.	5	4	3	2	1
37.	Adults use turn-taking with child and talks with the child.	5	4	3	2	1
38.	Adults provide developmentally appropriate print-rich environments for children to learn about books literature and writing.	5	4	3	2	1
39.	Adults provide age appropriate story-times.	5	4	3	2	1
40.	Adults repond positively to children's communication attemps.	5	4	3	2	1

Adapted from NAEYC Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth through 8 (1987)

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APPENDIX D

OBSERVATION CHECKLIST FORM

Developmentally Appropriate
Ways to Communicate with CHILDREN
Observational CHECKLIST

Staff_____ Observer_____

Date_____ Observation #_____

Rating Scale:
6 Excellent
5 Very good
4 Good
3 Adequate
2 Needs further training
1 No observable evidence

	6	5	4	3	2	1
1. Adult actively communicates with children	—	—	—	—	—	—
2. Adult is accessible to listen and talk with children	—	—	—	—	—	—
3. The adult helps children use language to communicate their feelings	—	—	—	—	—	—
4. The adult participates in play with children	—	—	—	—	—	—
5. The adult is acting as a role model	—	—	—	—	—	—
6. The adult asks polite questions	—	—	—	—	—	—
7. Adult asks open-ended questions	—	—	—	—	—	—
8. Children are encouraged to ask questions	—	—	—	—	—	—
9. The adult has an understanding of the child as a whole	—	—	—	—	—	—
10. The adult asks thinking questions	—	—	—	—	—	—
11. The adult follows rules	—	—	—	—	—	—

	6	5	4	3	2	1
12. The adult sets up opportunities for children to participate in talking	—	—	—	—	—	—
13. The adult corrects children's language	—	—	—	—	—	—
14. The adult speaks in normal tone of voice so others can easily hear	—	—	—	—	—	—
15. Adult speech is clear to children	—	—	—	—	—	—
16. Adult converses informally at play or mealtime	—	—	—	—	—	—
17. The adult helps children use language as a means of communicating their thoughts and feelings	—	—	—	—	—	—
18. The adult encourages children's independence	—	—	—	—	—	—
19. The adult provides songs and finger plays daily	—	—	—	—	—	—
20. The adult encourages additional responses from the child	—	—	—	—	—	—

Adapted from NAEYC Developmentally Appropriate Practice and the Council for Early Childhood Professional Recognition, Essentials curriculum.

APPENDIX E

OBSERVATION SUMMARY REPORT

Developmentally Appropriate Ways to Communicate with CHILDREN Observational CHECKLIST

Staff_____ Observer_____

Date_____ Observation #_____

Rating Scale:
6 Excellent
5 Very good
4 Good
3 Adequate
2 Needs further training
1 No observable evidence

	6	5	4	3	2	1
1. Adult actively communicates with children		A		BC DEF	GH	
2. Adult is accessible to listen and talk with children		A	BC D	EF GH		
3. The adult helps children use language to communicate their feelings			A	BC D		EF GH
4. The adult participates in play with children		A	CD EF	B G		
5. The adult is acting as a role model			AB	CDE FGH		
6. The adult asks polite questions		AB	CDE FGH			
7. Adult asks open-ended questions			AB	CDE FGH		
8. Children are encouraged to ask questions				A C	B DE	FGH
9. The adult has an understanding of the child as a whole		A	BCD	E	FGH	
10. The adult asks thinking questions				A	BC DE	FGH
11. The adult follows rules			AB CD	EF GH		

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	6	5	4	3	2	1
12. The adult sets up opportunities for children to participate in talking			A C	B DE	FG H	
13. The adult corrects children's language			AB	CD	EF GH	
14. The adult speaks in normal tone of voice so others can easily hear			AB CD	EF GH		
15. Adult speech is clear to children			ABC DEF GH			
16. Adult converses informally at play or mealtime		A	BC DE	FGH		
17. The adult helps children use language as a means of communicating their thoughts and feelings		A		BC DE	F	GH
18. The adult encourages children's independance			AB	CD EF	GH	
19. The adult provides songs and finger plays daily				A	BCDE	FGH
20. The adult encourages additional responses from the child				A	BCD	EFGH

A - Teacher

B - Teacher

C - Practicum Student

D - Practicum Student

E - Workstudy Student

F - Workstudy Student

G - Workstudy Student

H - Workstudy Student

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APPENDIX F

CDA PERMISSION LETTER

Council for Early Childhood Profcssional Recognition
1718 Connecticut Avenue N.W., Suite 500, Washington, DC 20009
Business 202-265-9090 800-424-4310
Fax. No. 202-265-9161

82

September 23, 1991

Ms. Emmaline J. Brown
Early Childhood Lab School
Langston University
Langston, OK 73050

Dear Ms. Brown:

In response to your request, the Council for Early Childhood Professional Recognition grants you permission to use statements from our *Essentials* curriculum in your inservice manuals.

Please forward a copy of the manuals for our files.

Sincerely,

Carol B. Phillips

Carol Brunson Phillips

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APPENDIX G

TIPS FOR WORKING WITH CHILDREN

Tips for Working with Children

- Children are neither bad nor good. These are labels and most children will learn to live up to our labels.
- The behavior of children may range from appropriate to not appropriate depending on the situation.
- Much of children's behavior is learned.
- Young children act the way they are treated.
- The way the learning environment is planned can make a difference in what children are like.
- Be aware of what children are doing.
- Move through the area and sit frequently with a small group.
- Competent children become competent adults.
- Success leads to more success.
- The goal is for children to control themselves.
- Children learn to love because they feel loved.
- Use child development knowledge to help individual's foster the sense of independence.
- Children need at least one understanding adult who can really listen to what they say.
- Children need someone with whom they can share their joys, their fears, and their dreams.
- They need someone they can count on to follow through on promises, who will treat children with respect.
- Children need someone who will not criticize, scold, judge, or turn off children's ideas.

•Never take advantage of children just to satisfy our needs or the needs of parents.

•Comment on appropriate behavior.

•Ignore minor distractions.

•Greet children and parents warmly.

•Use a warm tone of voice and snuggle and hug.

•Be generous with affection and touch tailoring it to children's individual styles and their cultural preferences.

•When you talk to children, look them in their eyes unless they are taught by their culture not to do so.

•Bend your knees, sit on the floor, or sit in a chair.

•Never yell at children from across the room or outdoor play area unless it is an emergency.

•Be sensitive to children's requests for assistance.

•Children feel much more secure when they feel they have some control over what happens to them.

•Whenever a choice is possible, offer children real choices and accept their decisions.

•The choices offered to children should be appropriate, similar, and they should matter to the child.

•Encourage self-help skills.

•Children should feel special everyday.

•Pay attention to each child during the day and make it a point to talk with every child.

•Positive attention is much more effective than negative attention if you want children to act appropriately.

•Ignore inappropriate behavior and catch children behaving appropriately.

•Reinforcement builds the child's sense of pride.

•Comment on appropriate behaviors such as cooperation, sharing, finishing tasks, nurturing others, and trying hard.

•Children thrive on one to one contact and attention.

•Encourage children to ask questions about what they are doing.

•Talk with, not at children.

•Use the type of language you want the children to use.

•Always speak in ways that give children an appropriate model.

•Listening is important because you need to be aware of what children are thinking and feeling.

•Young children learn best when they play.

Things Not to Do

•Do not lecture to the entire group of children.

•Do not choose children's activities for them all of the time.

•Do not use work sheets, workbooks, coloring books or other seat work.

•Do not interrupt or interfere with children's play.

•Do not make children wait or line up.

•Do not carry on lengthy personal conversation with another teacher.

•Do not ignore the children.

•Do not leave the children unattended.

•Do not answer children's questions for them until they have given the problem their best solution.

Adapted from the Council for Early Childhood Professional Recognition, Essentials Curriculum.

APPENDIX H

TRAINEE MANUAL

STUDENT

IN-SERVICE

TRAINING

MANUAL

By Emmaline J. Brown

(1992)

TABLE OF CONTENTS

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Preface

This training manual is designed as a guide for in-servicing staff working in an early childhood program. The training sessions are designed to (a) inform staff of the importance of professionalism and (b) to provide tips for working with children. There will be eight training sessions. Each session is designed to increase knowledge and skills in appropriate communication skills. This training session is designed to increase the amount of time adults spend interacting with children and to improve the quality of conversation. Children will benefit from this training because of staff improvement and quality of conversation. However this training is designed for staff interaction and development of their communicative skills with children.

It is the desire of the writer to improve the interaction and communicative skills of the staff and meet the standards of NAEYC developmentally appropriate ways to communicate with young children. The activities in this manual are designed to give the students/staff the opportunity to practice appropriate communicative skills with children. Activities are designed to increase the amount of time spent interacting with children and provide appropriate activities to be used during the time.

Student Manual
Developmentally Appropriate
Ways to Communicate with Children

Introduction

This manual is designed to encourage appropriate ways to communicate with young children (3-8 years of age). You may be familiar with some of the information. This will be a review for you. However, there may be concepts that are different from your beliefs about communicating with young children.

This curriculum is designed to test your knowledge about developmentally appropriate ways of communicating with young children, and to allow you to identify appropriate methods of communicating through observations (including video and/or audio recordings) of teacher performance. There will be eight sessions designed to inform you and evaluate your ability to synthesize developmentally appropriate practices and behaviors.

Objectives

Upon completion of this training, you should be able to:

* Foster good communication skills in young children.
* Encourage children to communicate their thoughts and feelings.
* Communicate with children using open-ended questions.

Students are expected to maintain a commitment to professionalism:

* To understand the importance of polite conversation with children.
* To avoid communicating personal and confidential information to other adults and children.
* To promote a positive atmosphere for communicating with children and other staff.

TERMS

Developmentally Appropriateness is two dimensions - Age appropriateness and individual appropriateness.

Age Appropriateness - Knowledge of typical and atypical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual Appropriateness - Each child is unique. Children in the same stage of development will differ in learning style, personality and family background to make sense of their world. The curriculum should be adjusted to meet the needs of each individual child.

Communication - To actively talk with children and provide opportunities and support for children to understand, acquire and use verbal and non-verbal means of sharing thoughts and feelings.

Non-Verbal Communication - The student labels the child's drawings, listens to children, promotes language development, talks with children, tells or reads stories to children, integrates child's own language, provides listening activities, songs and games, and vocabulary.

Early Childhood Classroom Observation - Form which is used by teachers and the director to rate the quality of interaction between staff and children.

Training Plan - Pursuing long-range purpose through a series of small specific steps.

Curriculum - A developmentally appropriate curriculum for young children is planned to be appropriate for the age span of the children within the group and is implemented with attention to the different needs, interests and developmental levels of those children.

Reinforce - Encourage a behavior through praise or ability.

Trust - A belief in the honesty and reliability of another.

Atypical Child Development - Children with special developmental needs.

Typical Child Development - The normal development of children.

Anti-Social - Acting in ways that hurt (feelings or physically) other people.

Transition - Times when children are finishing one activity and moving on to the next one.

Competence - The ability to do the right thing, at the right time for the right reasons.

Pro-Social - Acting in ways that help.

Closed-Ended Questions - Questions that have one right answer.

Open-Ended Questions - Questions that could have many different answers (these questions begin with why or how or what do you think would happen if...?)

Rote - memorizing facts.

Small Muscle - When children use their fingers and hands.

Large Muscle - When children use their arms, legs, backs, and torso.

Tips for Communicating with Children

* Children need at least one understanding adult who can really listen to what they say.
* Children need someone with whom they can share their joys, their fears, and their dreams.
* They need someone they can count on to follow through on promises, who will treat children with respect.
* Children need someone who will not criticize, scold, judge, or turn off children's ideas.
* Comment on appropriate behavior.
* Ignore minor distractions.
* Greet children and parents warmly.
* Use a warm tone of voice and snuggle and hug.
* Be generous with affection and touch tailoring it to children's individual styles and their cultural preferences.
* When you talk to children, look them in their eyes unless they are taught by their culture not to do so.
* Never yell at children from across the room or outdoor play area unless it is an emergency.
* Be sensitive to children's requests for assistance.
* Children feel much more secure when they feel they have some control over what happens to them.
* Whenever a choice is possible, offer children real choices and accept their decisions.

* The choices offered to children should be appropriate, similar, and they should matter to the child.
* Positive attention is much more effective than negative attention if you want children to act appropriately.
* Ignore inappropriate behavior and catch children behaving appropriately.
* Reinforcement builds the child's sense of pride.
* Comment on appropriate behavior such as cooperation, sharing, finishing tasks, nurturing others, and trying hard.
* Children thrive on one to one contact and attention.
* Encourage children to ask questions about what they are doing.
* Talk with, not at children.
* Use the type of language you want the children to use.
* Always speak in ways that give children an appropriate model.
* Listening is important because you need to be aware of what children are thinking and feeling.
* Young children learn best when they play.

<u>Things Not to Do</u>

* Do not lecture to the entire group of children.
* Do not use work sheets, workbooks, coloring books or other seat work.
* Do not interrupt or interfere with children's play.

* Do not carry on lengthy personal conversation with another teacher.
* Do not ignore the children.
* Do not answer children's questions for them until they have given the problem their best solution.

Adapted from the Council of Early Childhood Professional Recognition, Essential Curriculum.

Session I

Session I is designed to inform the staff of the purpose of the in-service training sessions. The survey is given to find out the amount of information the staff possess. This session will be a lecture discussion session to familiarize the staff with terms, to discuss appropriate and inappropriate practices and tips for communicating with young children.

Objective. Upon completion of this session, the staff will be able to identify appropriate and inappropriate responses. The staff should be able to identify child development terms. The staff will be able to identify do's and don't for working with children.

- The students will take a pre-session survey test. The survey is designed to assess knowledge of developmentally appropriate ways of communicating with young children.
- The instructor will discuss handouts on appropriate and inappropriate practices for children 3-5. This handout will give examples of appropriate and inappropriate responses to help students in formulating correct responses.
- Child development terms will be discussed to familiarize students with terms used in child development.
- The staff will discuss Tips on Communicating with Children.

The survey will be evaluated for the number of appropriate responses answered on the survey and compared with a post survey to determine the increase in appropriate responses. Child development terms will be discussed to help students increase their knowledge in the child development field. Tips for communicating with children will provide the staff with appropriate ways of treating and speaking to children.

Session II

This session is designed to help staff incorporate into their schedule more communicative activities. Staff will be informed of activities to help them become active communicators. Staff will have an opportunity to role play during the session.

Objective. Upon completion of this session staff will be able to: plan and increase the amount of time spent in communicative activities.

- Increase the amount of time spent listening to children and conversing with children.
- Spend time encouraging children to ask questions.
- Encourage additional conversation from children and ask thinking questions.

The students will develop a schedule for communicative skills. They will discuss ways to be accessible to listen and talk with children. The staff will schedule a minimum of 32 communicative activities such as songs, finger plays and games during transition times. Staff will schedule group and individual time to spend encouraging children to ask questions, encouraging additional conversation from children and to ask thinking questions.

The staff will role play actively communicating with each other. The role play is designed to help staff become sensitive to children. To give them an opportunity to experience the need and desire to communicate when adults

are too busy. This experience will allow the student to experience the lack of time and the limited amount of conversation children experience.

Activities used in this area of interaction include role plays, dramatization or open-ended role plays and story making. The staff will prepare the environment and model the appropriate problem-solving procedures. Staff may choose to use teacher-child question-response interactions or use teacher-child verbal contact in scheduling activities for interaction.

Activity 1: Select an interactive activity and model the appropriate problem solving procedure. Activity may be tape recorded or videotaped.

Session III

This session is designed to assist staff in the types of questions to ask children. Staff will develop games, songs, or finger plays that include them as participants. The staff will discuss and evaluate Activity 1.

Objective. Upon completion of this session staff will be able to:

- Discuss and role play types of questions to ask children, to get children involved in conversation.
- Staff will develop a list of at least twenty-four (24) games, songs, or finger plays that include the staff as participants.

The staff will presequence activities to make sure all children have an opportunity to be involved in language activities. The staff will interact with the children in games, songs and finger plays.

Activity 2: Select a song, game or finger play to teach the children. Interact with the children until they have acquired the skill. Permit the children to take lead roles in the new activity.

- Discuss the importance of an adult working as a role model. Staff should be aware that children learn their behavior from adults in their environment.

- Staff will be informed of the rules of the program for the children and how important it is for the adults to follow the rules. If the adults around them do not follow the rules, children will view rules as being unfair and not follow the rules.
- Discuss asking polite questions of children (example - question children on things that interest them).
- Role play asking questions in class.
- Evaluate Activity 2: Interactive activity with the staff as participants.

Session IV

The staff will develop a list of open-ended questions. Discuss how to phrase questions to get children to think. The staff will discuss Activity 2 and the interaction of the staff.

Objective: Upon completion of this session staff will be able to:

- Use four open-ended questions each day.
- Develop a list of open-ended questions.

- The staff will keep a log of the number of open-ended questions and open-ended role plays to be used with the children. The staff will develop a list of topics of interest to children for formulating open-ended questions.
- Discuss how to phrase questions to get children to think.

Activity 3: Practice using open-ended questions with children. Record responses.

Session V

This session is designed to inform staff of the appropriate ways to help children communicate their thoughts and feelings. Staff will also develop techniques for speaking clearly and using appropriate voice tones. The staff will role play appropriate ways to label feelings. The recorded open-ended questions will be reviewed and evaluated by the staff.

Objective: Upon completion of this session staff will be able to:

- Help children communicate their feelings and thoughts.
- Correct children's language with clear speech using normal voice tones.

Staff will ask children to interpret their feelings and point of view. Staff will have children predict outcomes and summarize events. The staff will have children describe their reactions to materials.

The staff will use this opportunity to correct the children and extend their responses. The staff should use this opportunity to indicate approval to the children.

Role Play - Practice labeling feelings and evaluating responses.

Evaluate Activity 3: Review recorded response and evaluate progress.

Activity 4: Practice labeling feelings and helping children communicate their thoughts and feelings. Record response.

Session VI

The staff will discuss the value of talking with children using appropriate voice tones and speaking clearly. Activity 4 will be evaluated on labeling and helping children communicate their thoughts and feelings. The students will role play appropriate ways to correct children's language.

Objective: Upon completion of this session the staff will be able to:

- Evaluate recorded response of Activity 4 for the appropriateness of language in labeling the feeling and generating the child's thoughts and feelings.
- Discuss the value of talking with children in normal voice tone and speaking clearly so children understand what you expect of them, listening to their point of view.

Role Play - correcting the child's language and developing a normal voice tone and speaking clearly.

Activity 5: Practice correcting the child's language. Record this activity.

Session VII

This session is designed to assist staff in developing a list of topics of interest to children and working on mealtime schedule. Students will discuss the opportunities for conversation during mealtime or playtime. The students will discuss the importance of presenting opportunities in the schedule to encourage children to participate in conversation. Discuss and evaluate recorded activity on correcting the child's language.

Objective: Upon completion of this session staff will be able to:

- Develop a schedule of mealtime conversations with the children. The schedule will consist of at least five opportunities per week for the staff to sit and converse with the children at mealtime.
- The staff will develop a list of interesting topics to the children.

The staff will use teacher-child question-response interactions with small groups of children during a.m./p.m. snacktimes or lunchtime to converse with the children about things of interest to them.

Discuss how the adult encourages children to participate in talking using preset opportunities.

Discuss how mealtime and playtime are excellent opportunities to communicate with children and to encourage children to add to their responses.

Activity 6: Record conversation between an adult and a child during one meal (lunch or snack) and during one play activity.

Session VIII

This session is designed as a wrap up session. The recorded Activity 6 will be evaluated. The staff will review terms, Tips for Communicating with Children, and appropriate and inappropriate communication responses for children 3-5. The staff will take the post sessions survey test and discuss the changes that occurred.

Objective: Upon completion of this session the staff will be able to:

- Identify appropriate communication response.
- Identify appropriate tips for communicating with children.

Discuss Activity 6: Play recorded response and evaluate the conversation for appropriate and inappropriate language.

- Review Child Development terms.
- Review Tips for Communicating with Children.
- Review Appropriate and Inappropriate Communication responses for children 3-5.
- Take post sessions survey test.
- Discuss post sessions checklist - areas of improvement and areas requiring further training.

APPENDIX I

OBSERVATION SUMMARY REPORT (REVISED)

Pre Observational Summary (revised)

Developmentally Appropriate Ways to Communicate with CHILDREN Observational CHECKLIST

Staff_____ Observer_____

Date_____ Observation #_____

Rating Scale:
6 Excellent
5 Very good
4 Good
3 Adequate
2 Needs further training
1 No observable evidence

	6	5	4	3	2	1
1. Adult actively communicates with children	—	A	I	CDE FJ	K	—
2. Adult is accessible to listen and talk with children	—	A	CD IJ	EF K	—	—
3. The adult helps children use language to communicate their feelings	—	—	AI CD	CD J	—	EF K
4. The adult participates in play with children	—	AI	EF J	K CD	—	—
5. The adult is acting as a role model	—	—	AI CD	EF JK	—	—
6. The adult asks polite questions	—	AI	EF J	— CD	K	—
7. Adult asks open-ended questions	—	—	AI	EF J	K	—
8. Children are encouraged to ask questions	—	—	—	AC J	DE J	EK
9. The adult has an understanding of the child as a whole	—	AI	CD J	E	EK	—
10. The adult asks thinking questions	—	—	—	AI	CD EJ	EK
11. The adult follows rules	—	—	—	AI CD	EF JK	—

	6	5	4	3	2	1
12. The adult sets up opportunities for children to participate in talking			AC I	DE J	EK	
13. The adult corrects children's language			AI	CD J	EF K	
14. The adult speaks in normal tone of voice so others can easily hear			AC ID	EF J	K	
15. Adult speech is clear to children			AC DE FI	JK		
16. Adult converses informally at play or mealtime		AI	CD EI	FK		
17. The adult helps children use language as a means of communicating their thoughts and feelings		AI	CD EI	F	K	
18. The adult encourages children's independence			AI	CD EF	JK	
19. The adult provides songs and finger plays daily			I	A	CD EI	EK
20. The adult encourages additional responses from the child			AI	CD I	EF	K

I - Teacher

J - Practicum Student

K - Workstudy Student

Adapted from NAEYC Developmentally Appropriate Practice and the Council for Early Childhood Professional Recognition, Essentials Curriculum.

Rev.

APPENDIX J

OBSERVATION SUMMARY REPORT POST EVALUATION

Developmentally Appropriate Ways to Communicate with CHILDREN Observational CHECKLIST

Staff_____ Observer_____

Date_____ Observation #_____

Rating Scale: 6 Excellent
5 Very good
4 Good
3 Adequate
2 Needs further training
1 No observable evidence

	6	5	4	3	2	1
1. Adult actively communicates with children	AI	CD EF	J	K	__	__
2. Adult is accessible to listen and talk with children	AI	CD EF JK	__	__	__	__
3. The adult helps children use language to communicate their feelings	__	AI CJ	DE F	K	__	__
4. The adult participates in play with children	AI	CJ	DE FK	__	__	__
5. The adult is acting as a role model	A	I	CD EF J	K	__	__
6. The adult asks polite questions	AI	CD EF J	K	__	__	__
7. Adult asks open-ended questions	__	AI	CD EF J	K	__	__
8. Children are encouraged to ask questions	__	AI C	DE JF	K	__	__
9. The adult has an understanding of the child as a whole	AI	CD EJ	FK	__	__	__
10. The adult asks thinking questions	__	AI	CD EJ	FK	__	__
11. The adult follows rules	__	AI	CD EJ	FK	__	__

	6	5	4	3	2	1
12. The adult sets up opportunities for children to participate in talking		AI C	DE EI	K		
13. The adult corrects children's language		AI	CD I	EF K		
14. The adult speaks in normal tone of voice so others can easily hear		AI CD	EF I	K		
15. Adult speech is clear to children		AI CD EF	JK			
16. Adult converses informally at play or mealtime	AI	CD EI	FK			
17. The adult helps children use language as a means of communicating their thoughts and feelings	AI	CD EI	FK			
18. The adult encourages children's independence		AI	CD EF	JK		
19. The adult provides songs and finger plays daily	AI	CD J	E	FK		
20. The adult encourages additional responses from the child		AI	CD EI	FK		

A - Teacher

I - Teacher

C - Practicum Student

D - Practicum Student

J - Practicum Student

E - Workstudy Student

F - Workstudy Student

K - Workstudy Student

Adapted from NAEYC Developmentally Appropriate Practice and the Council for Early Childhood Professional Recognition, Essentials Curriculum.